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ABSTRACT

This report describes early childhood activities of state departments of education, identifying and discussing six areas of activity that were determined to be significant. These six policy areas, which were identified as emerging as focal points of early childhood activity, were: (1) the School Readiness Education Goal; (2) passage of the federally funded Child Care and Development Block Grant (CCDBG); (3) public school collaboration with Head Start; (4) state training and credentialing of early childhood staff; (5) early intervention efforts for special needs children; (6) recent changes in public school preschool, kindergarten, and early elementary programs. States were surveyed regarding their activity in each of these areas. Responses indicate that: (1) public school activities in early childhood education have been wide-ranging, intense, and varied; (2) states have proposed basic changes in the structure of schools, created new programs, and significantly increased their collaboration across agencies; and (3) the workload at the state-agency level, where states have at best a handful of early childhood education personnel who struggle with priorities, will increase. (Contains 38 references.) (DR)

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EARLY CHILDHOOD ACTIVITIES IN STATE DEPARTMENTS OF EDUCATION

A Policy Paper for the National Association of State Boards of Education

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EARLY CHILDHOOD ACTIVITIES: STATE DEPARTMENTS OF EDUCATION

INTRODUCTION

Background

Government agencies at every level have been reeling from public demands for an increase in services and programs coupled with demands for cost containment and balanced budgets. Often the response has been to cut governmental programs and services at one level and expect government agencies at another level to assume the responsibility and costs. An increasing number of governmental agencies have responded to the public outcry for change by working cooperatively within and across agencies to limit duplication, meet public needs, and provide cost efficiencies.

State education agencies have been significantly affected by these pushes and pulls. In addition, education has been carefully scrutinized by a spate of research studies in the 1980s (Council of Chief State School Officers, 1988; Grubb, 1987; National Coalition of Advocates, 1985; NGA, 1986; NASBE, 1988). In each of the reports, the field of early childhood was singled out as one of the targeted key areas. Since early childhood includes the years from birth to age eight (Bredekamp, 1987), many governmental agencies are involved in the provision of services and programs for young children and their families. The state human, social, or welfare services agency, depending on the state nomenclature, has administrative and regulatory responsibilities for welfare, child care, and family support services. The department of health oversees services and programs promoting the well-being of children and their families. The department of education oversees educational programs and services prekindergarten through the community college level. Within each state agency there is a complex array of cluster groupings of individuals who work on specialized tasks related to their area of expertise. Because of the diversity of projects and the specialization within a grouping, it is not unusual for individuals to be totally unaware of who is doing what in other parts of the agency. Another key agency, providing early childhood programs outside of state government, is Head Start. Funding for the Head Start program, serving primarily low income families with children between the ages of three and five, is funded through the federal Department of Health and Human Services (HHS) and administered by HHS's Administration for Children, Youth, and Families (U.S. GAO, 1989c).

Other previous reports have focused on early childhood program funding or quality standards. In an attempt to influence public policy development, the Children's Defense Fund (1992) has described the plight of America's children on a state-by-state basis and compiled such data annually. Schweinhart (1985) and Weikart (1989) have related quality early childhood standards to the need for changed policies. The federal government through the General Accounting Office (GAO) has described the appropriation and authorization of federal funds for child care programs (U.S. GAO, 1989a) and provided information on the costs of high-quality child care services (U.S. GAO, 1989b). Berruta-Clement et al. (1984)

and Schweinhart and Weikart (1980) have documented the cost savings and importance of early intervention programs for children before the age of five. Head Start has consistently documented the unserved and underserved population in their programs (National Head Start Association, n.d.). However, there is a dearth of studies written about the early childhood activities in state education agencies. In an attempt to document and describe the early childhood activities in the fifty state education agencies, a survey was created, disseminated to state education agency early childhood consultants, and the results compiled. Following the research of existing documents, six areas of activity were determined to be significant: the school readiness education goal, the passage of the federally funded Child Care and Development Block Grant, public school collaboration with Head Start, state training and credentialing of early childhood staff, early intervention efforts for special needs children, and recent changes in public school preschool, kindergarten, and early elementary programs. Each of these six policy areas will be briefly discussed in the following section.

School Readiness Education Goal. The fifty state governors formed the National Governors' Association (NGA) and wrote a report identifying the unmet needs of young children and their families (NGA, 1988). At the 1989 Education Summit, President Bush and the fifty governors committed the nation to six education goals. The first goal was: "By the year 2000, all children in America will start school ready to learn." Three specific objectives related to this early childhood goal were that all disadvantaged and disabled children would have access to quality preschool programs, every American parent would devote time daily helping his or her child learn, and every child would arrive at school with healthy minds and bodies. According to Katz (1992), meeting this goal will "...require a twofold strategy: one part focused on supporting families in their efforts to help their children get ready for school and the second one helping the schools to prepare for the child...." Annual reports will be made to the American public regarding the performance on each of the six goals and individual state reports will be issued. Many states created a Project 2000 within their state involving the department of education in a variety of ways with specific activities focused on meeting Goal 1.

Passage of the Federally Funded Child Care and Development Block Grant (CCDBG). New resources have been made available to support young children and their families. One of the new initiatives which has significantly affected the state education agencies is the CCDBG, enacted as part of the Act for Better Child Care bill. Federal funds were provided to improve the affordability, accessibility, and quality of child care (NAEYC, 1988). In Fiscal Year 1991 (FY 91), $750 million was authorized, $825 million for FY 92, $925 million for FY 93, and for FY 94 and FY 95 "such sums as deemed necessary" (Blank, 1991); seventy-five percent of the funds are to be used for direct child care services or quality improvement; the remainder of the funds are for before and after-school care and early childhood services (18.75%), quality improvement (5%), and state discretionary use (1.25%). Child care assistance is given to families with children younger than age thirteen when working or attending job training or educational program and their income is below seventy-five percent of the median state family income.

Priority is to be given to children in very low income families and children with special needs. Linkages across state agencies involving education, health, and human services have been expected to access the funds and to carry out the large number of activities involved in each state plan.

Public School Collaboration with Head Start. To attack the "War on Poverty," the Head Start program, providing comprehensive child development services and parent involvement, was initiated in 1965 and has served more than eleven million young children primarily ages three through five and their families (National Head Start Association, n.d.). Head Start has never been fully funded to serve all the eligible young children of low income families. Furthermore, even though the number of early childhood programs has grown, "... low-income children today are less likely to be enrolled in preprimary programs than non-low-income children" (National Head Start, n.d.). The federal government has gradually been increasing the funding to raise the percentage of eligible children served and additional collaboration activities at the state and local level with other agencies have been established. According to a U.S. GAO survey (1989c), of the existing 10,842 Head Start programs, twenty-nine percent were housed in public schools. Increasingly, education and Head Start are entering into cooperative agreements to provide programming at the local and state level. Kagan et al. (1990) have identified elements to aid agency collaboration. Federally funded state collaboration grants have helped link Head Start with education and has served as an impetus for formal interagency agreements.

State Training and Credentialing of Early Childhood Staff. The Carnegie Foundation (1986) focused attention on reforming education by restructuring the teaching profession. Poor preparation, low compensation, and extremely high turnover of child care staff has raised concerns about the negative effects on children and on the field of early childhood (Granger & Marx, 1990; Phillips, 1987; Phillips, Lande, & Goldberg, 1990; Whitebook, Howes, & Phillips, 1989). As the field struggles with the current discrepancies between child care and education, some state departments of education have initiated activities to identify the differences and make changes. Child care and public school programs can be accredited by the National Academy of Early Childhood Programs, a division of the National Association for the Education of Young Children. Wheelock College (1992) has conducted surveys of state activities regarding licensing or credentialing, initiated serious dialogue about early childhood career ladders, and is currently providing technical assistance to agencies seeking help. Many departments of educations have formed task forces to develop credentialing recommendations.

Early Intervention Efforts for Special Needs Children. Public Law 94-142, the Education of the Handicapped Act (EHA), was passed in 1975 to ensure that all handicapped children were provided a free and appropriate public education. In 1986, Public Law 99-457, the Individuals with Disabilities Act (IDEA) amending EHA, was passed to provide early intervention services and programs for handicapped infants, toddlers, and preschoolers from birth to age five. Although services vary from state to state, each state was mandated to designate

a lead state agency, establish an Interagency Coordinating Council, adopt a public policy, conduct multidisciplinary assessments, develop individualized family service plans, and make available case management services (ERIC, 1988). Part H of IDEA provided federal funds for states to establish early intervention services for infants and toddlers with handicaps. Part B of IDEA mandates that programs and services be provided to handicapped children ages three through five which include an Individualized Education Program (IEP) and family services; local school systems will offer preschool services through the Special Education Division. The state education agency will administer Part B services but can contract with other agencies to provide a range of services (ERIC, 1988). The U.S. Department of Education for FY '93 will grant approximately $2 billion to states for Part B, $325 million for preschool grants Part B, and $213 million for Part H (ECR, 1992).

Recent Changes in Public School Preschool, Kindergarten, and Early Elementary Programs. Following the educational reports recommending change in the 1980s (Carnegie, 1986; Council of Chief State School Officers, 1988; National Coalition of Advocates, 1985; NASBE, 1988), many states embarked on a course designed to reform education. Restructuring and reorienting of public schools was suggested (NASBE, 1991, Zigler & Gilman, 1991). A number of alternative approaches to the education of children emerged. Some of the alternatives being proposed are whole language (Goodman, 1986; Goodman et al., 1988), the project approach (Katz & Chard, 1989), cooperative learning (Curry & Johnston, 1990), mixed age grouping (Katz et al., 1990), nongraded grouping (Goodlad & Anderson, 1987), and alternative assessments (Bredekamp & Rosegrant, 1992; Grace & Shores, 1991; Kamii, 1990; Meisels & Steele, 1990). Many state education agencies have used a variety of means to develop consensus and effect educational change.

In summary, the aforementioned six key policy areas have emerged as a focal point of early childhood activity in state education agencies. It was decided to survey the fifty states regarding their activity in each of these areas.

NASBE Survey of Early Childhood State Department of Education Consultants

In 1991, the National Association of State Boards of Education (NASBE) applied for funding from the U.S. Department of Education, Office of Educational Research and Improvement (OERI) to provide a series of reports to the educational field and the public. After receiving word that NASBE had been funded, six persons in the field of early childhood were commissioned to write a report. This report is one of six being funded by the OERI grant to NASBE.

Survey Methodology

A three-page copy of the six-question NASBE survey was mailed to one early childhood consultant in each of the fifty state departments of education. The survey contained a suggestion that supporting documents be sent with each response. Two follow-up FAX surveys were sent to

states not responding. Responses were received from forty-four states. Thus, this report is based on responses from forty-four states.

Report Content

This report records and synthesizes the results of an 1992 early childhood survey of consultants in state education agencies reporting on activities in six identified policy areas:

- School readiness Education Goal;
- Passage of the federally funded Child Care and Development Block Grant funding;
- Public school collaboration with Head Start;
- State training and credentialing of early childhood staff;
- Early intervention efforts for special needs children; and
- Recent changes in public school preschool, kindergarten, and early elementary grades.

STATE EDUCATION AGENCY ACTIVITY RELATED TO THE SCHOOL READINESS GOAL

As a follow-up to the six national goals developed by the National Governors' Association, the America 2000 initiative was created. State departments of education have responded in a variety of ways to the National Goal 1, "By the year 2000, all children in America will start school ready to learn." The activities range from Maine's reorganization of early childhood activities focused on "getting all children ready to learn" to Massachusetts continued focus on the provision of developmentally appropriate programs to meet the needs of individual children. Many state departments of education have proposed basic changes in the structure of schools, created new programs, formed study task forces, significantly increased their collaboration activities across agencies, and implemented new staff initiatives.

Link with America 2000 Initiative. Alaska 2000 has been initiated; an early childhood subcommittee stated that it was the parents' job to get children ready for school. Arkansas has developed an interagency plan involving collaborative efforts of ten agencies to prepare children for learning entitled, "Arkansas Children: Ready, Set, Go!" Florida has developed seven state goals; the first goal is, "Communities and schools collaborate to prepare children and families for children's success in school"; a 23-member Commission on Education Reform and Accountability has been created to develop, implement, maintain, and oversee a system of accountability: performance standards related to the first goal of education have been written. In Georgia, a multi-year interdisciplinary task force has been formed called, "Georgia Partnership for Excellence in Education/Georgia 2000"; the "Family Connection" is a community partnership targeting improved outcomes for children and their families

which will be determined at the local level. In 1990, two education summits were held in Hawaii which identified eight educational goals, further broken down into subgoals; the first goal relating to children entering school has six subgoals, shared between the Department of Education and the Department of Health. In Idaho, the Schools for 2000 Committee was formed which has provided funding for a half-time Coordinator of Early Childhood Education; regional workshops have been held, and a Department of Education resource library developed. Louisiana adopted the America 2000 goals in 1991 using town meetings to share ideas and strategies. Minnesota is involved with Minnesota 2000 to focus community action and resources on learning; new state education goals outlining a plan and identifying measurable outcomes are published in a booklet, "Challenge 2000: Success for All Learners" and accompanied by a booklet, "Resources for Challenge 2000." Nebraska created "Nebraska 2000," a Governor-appointed citizen group with Department staff as liaisons; "Promoting Nebraska's Future: National Education Goal 1 - A Primer for Community Level Planning Groups" has been written by the citizen group task force and the Department has assembled a resource packet. In response to Goal 1, Ohio has created "Operation Ready to Learn" in three sites as a tool for local communities to assess preschool and early childhood opportunities for young children. Oklahoma is involved in educational reform related to their involvement with America 2000. Rhode Island created "Educating ALL Our Children." Tennessee's goals are found in "Master Plan for Tennessee Schools: Preparing for the Twenty-First Century." West Virginia has created an Early Childhood Blue Ribbon Commission which has developed recommendations in 15 areas. Wisconsin will be creating new goals as a result of state legislation designating 1992-93 the "Year of Schools."

New Programs Created. The Pre-Kindergarten Program in Georgia is run at the local level by a coordinating council to provide developmentally appropriate educational experiences and to coordinate support services for families. Idaho funded innovative grants in 8 elementary schools requiring the creation of an early childhood education plan. In Illinois, public school grants have been awarded to conduct screening programs ages birth through 5 and to provide parental training programs--in Fiscal Year 1992 nine proposals will be funded with $2 million serving 2,165 children birth through age 2, 262 proposals with $71.5 million serving 29,174 children ages 3-5, and 31 parent proposals funded with $1 million in 121 school districts; the Preschool State Plan outlines use of federal funds to accomplish outcomes for preschoolers with disabilities by the year 2000. To provide comprehensive services to all children and their families at the county level, Indiana created the "Step Ahead" initiative. Recent permissive legislation in Iowa allowed the creation of Family Resource Centers in public schools. The Parent Education Program was developed in Louisiana in nine sites and includes 4 components: home visits, monthly parent meetings, comprehensive screening program, and parent referral networks; from 1989-91, 1,000 families were served. In 1991-92, Louisiana allocated $3.5 million for 86 public school projects to serve 1,751 "at-risk" 4-year-old children. "Learning Readiness" programs for four-year-old children and the "Way to Grow" were implemented in Minnesota. The "GoodStarts" program has been funded in 6 locations in New Jersey with $7 million in 1992-93 as a cooperative venture between the Departments

of Education and Human Services. In Oklahoma, the Missouri Parents as Teachers model is being implemented, funded with $1.1 million in 1992-93. Oregon funds the "Oregon Prekindergarten Program" based on the Federal Head Start program and uses all of the Head Start performance standards; not more than twenty percent of the children served can be above the federal income guidelines; by 1998, the goal is to serve 100% of all eligible children. In South Carolina, 21 pilot projects in 1992-93 will serve parents with children from birth to age 5 with wide-ranging services, e.g., home visits, diagnostic screening, center-based parent and child activities, case management, and adult education/literacy enhancement. Virginia funded twelve demonstration/transformation school projects addressing Goal 1, is in the process of restructuring the elementary program, and is promoting developmental programs for at-risk students. Texas has focused efforts on economically disadvantaged children and their families, birth though age five. "Success by Six" was created in Vermont. The "Learning Assistance Grant Program" was created by legislation in Wisconsin with an allocation of $1 million to provide comprehensive services to low income children and their families.

State Task Forces Formed. In several states a task force was mandated to study and make recommendations regarding Goal 1. Alabama, Arkansas, Colorado, Delaware, Florida, Georgia, Kansas, Nebraska, New Hampshire, North Carolina, Texas, Washington, West Virginia, and Wisconsin responded by creating a state task force.

Recent Creation of New Interagency Structures. Arizona has engaged in cooperative efforts with Head Start and Chapter I. Florida created the Florida Commission on Education Reform and Accountability. In Georgia, the Child Care Council was established; the Georgia Policy Team for Children and Families was established to create a vision statement, a set of principles, and a statewide plan to guide policymakers. The Iowa Department of Education reorganized to form the Office of Support for Children and Families. In Kansas, the Early Childhood Advisory Council was established. Minnesota created the Early Childhood Care and Education Council and New York the Permanent Interagency Committee on Early Childhood Programs. Ohio initiated the State Policy Academy on Families and Children. Pennsylvania reorganized by creating the Division of Early Childhood and Family Education. Wisconsin passed educational reform legislation in 1992 impacting early childhood by increasing $1.7 million for expansion of Head Start using state funds, allocating $1 million for new comprehensive child development programs, and the creation of a student readiness committee to identify how well programs help children prepare for school and areas in need of improvement.

New Staff Initiatives Implemented. In Hawaii, the Department of Education is promoting developmentally appropriate practices staff development, networking among school districts, and local self-study; several local districts have initiated nongraded classrooms; the state is exploring nonretention in the elementary grades and performance-based assessment reflecting children's learning. Kindergarten teachers in Indiana are participating in staff development focusing on "school readiness" and transition efforts into kindergarten. In Missouri, a

representative sample of kindergarten teachers were surveyed regarding readiness of their students.

Comprehensive Programming. In Michigan, three types of programs address the national goal of "readiness for school"--early intervention services (Part H--Infant and Toddler Program and Child Find), preschool (State-Funded "At Risk" allocated $33 million for 1992-93 serving 13,167 eligible 4-year-old children, Migrant Education serving 1,410 ages birth through five years in 1990-91, Chapter I serving 4,560 in 1991-92, EVEN START allocating $2.4 million in federal funds in 1992-93, and Special Education Preschool Programs serving 14,345 children ages 3 through five in 1991-92), and child care (Dependent Care allocating $383,695 for programs providing school-age child care services).

STATE EDUCATION AGENCY INVOLVEMENT IN CHILD CARE AND DEVELOPMENT BLOCK GRANT FUNDING

Almost all of the states responding to the survey were affected by the new Child Care and Development Block Grant funding. The majority of state departments of education did not serve as the lead agency for this effort, but played key supporting roles, helping to create the state plan and working with other state agencies on many activities. Education agencies have been highly involved in extended day and before/after school-age child care programs, staff development and training activities, provision of technical assistance to schools, and the creation of new or expanded programs.

Helped Create Block Grant State Plan. The majority of state departments of education were involved in development of their state plan to apply for block grant funds. The following states reported their involvement: Alabama, Alaska, Arizona, Arkansas, Colorado, Connecticut, Florida, Georgia, Hawaii, Idaho, Illinois, Iowa, Kansas, Kentucky, Louisiana, Maine, Massachusetts, Michigan, Minnesota, Missouri, Montana, Nebraska, New Jersey, Ohio, Oklahoma, Oregon, Rhode Island, Tennessee, Texas, Utah, Vermont, Virginia, West Virginia, Wisconsin, and Wyoming. Most of the states reported that the Department of Human, Social, or Welfare Services, depending on the nomenclature used in their state, was the lead agency.

Worked With Other State Agencies on Block Grant Activities. Many state education agency staff served on the Advisory/Planning Committee or the Child Care/Day Care Council to develop the Block Grant plan; the states reporting Advisory Committee or Council involvement were Alabama, Alaska, Connecticut, Georgia, Hawaii, Iowa, Kansas, Kentucky, Maine, Massachusetts, Nebraska, New Jersey, Ohio, Oregon, Rhode Island, Utah, West Virginia, Wisconsin, and Wyoming. The Alaska Department of Education had minimum involvement in Block Grant activities. The Department of Education in Connecticut participated in all committees; the Bureau Chief chaired the largest committee on quality. The Department of Education in Delaware reported no involvement. The Coordinator of Early Childhood Education is a member of the Governor's Advisory Board which created the plan in Idaho. The Illinois State Board of Education staff are engaged in Block Grant collaborative

efforts with regional technical assistance projects. In Iowa, Department of Education members helped write the School-Age Child Care Request for Proposals and distributed information statewide about funding. Kentucky distributed information about wrap-around child care. In Massachusetts, there has been ongoing collaboration with the Executive Office of Head Start. A Montana early childhood specialist with the Office of Public Instruction helped write the original Block Grant proposal, but no formal liaison exists. A statewide task force in Nebraska helped write legislation specifying cooperative activities of the Department of Education and the Department of Social Services with Department of Education involvement; the Department of Education staffs the Child Care and Early Childhood Coordinating Committee; the Department has responsibilities for statewide data gathering and analysis and development of a system for recognizing high quality programs. The Department of Education in Nevada had no involvement. The Department of Education was excluded from the initial planning process in North Carolina, but has since reached an agreement to allow purchase of care funds to be used for public school programs. Department members in Tennessee have served on the state grant review committees and been involved in recommending other professionals for the committees. The Office of Education is represented on the Governor's Advisory Board in Utah; involvement in the statewide needs assessment process and advocating for services to special needs latch key children will be key areas of involvement in Block Grant activities. In Vermont, Department staff helped the Department of Human Services develop the Request For Proposals and review submitted applications; Department of Education and Department of Human Services held a joint administrative retreat.

Involved with Extended Day and Before/After School-Age Child Care Programs. Alabama will be coordinating before/after school-age child care services. Colorado will fund thirty before/after school-age child care sites; the Department of Education developed the Request for Proposals and will administer the early childhood education activities of the plan. Idaho and Kentucky will oversee the creation of on-site school-age child care. Michigan established a grant program providing before/after school-age child care programs for special needs children, emergency child care, and special needs 3-year-old children. funded with $400,000 and awarded to fourteen agencies/school districts. Minnesota will be responsible for $450,000 for start-up expansion grants, $500,000 for quality improvements, $500,000 to increase the availability of child care programs, and $2 million to provide child care for teenage parents. School-age child care programs were funded in 130 public school sites in Missouri with $863,166 through the Division of Vocational and Adult Education; $324,011 was available from the Division of Instruction for early childhood child care programs and funding was awarded to 26 sites with a maximum award of $10,000; technical assistance is provided to grant programs through on-site visits, area workshops, newsletters and other printed resource materials. Block grant funds are being used in Nebraska to expand child care and extend part-day programs to full-day in public school preschools. Public schools in Oklahoma can apply for funds to initiate before/after school-age programs. The Oregon Department of Education will work with the Adult and Family Services and Children Care Resource and Referral to develop local Head Start/Child Care "Wraparound" models and an "Integrated Child Care System."

Pennsylvania will oversee development of wrap-around services with half-day Head Start and half-day kindergarten programs, and provision of summer school-age child care programs and provide care for children of high school students. In South Carolina, the State Health and Human Service Finance Commission has contracted with the Department of Education to fund twenty-nine extended day programs serving 1,000 children ages 3 to 5. Texas will administer $500,000 to create school-age child care programs in year-round public elementary schools. The Utah Department will be involved . Virginia will fund School-age Child Care Projects at or near school sites.

Staff Development and Training Activities. Connecticut is involved in a training study with Wheelock College using Block Grant monies and is now developing training activities related to child care. Nebraska is using Block Grant funds to support the development of a basic training package and provide statewide training. Early childhood specialists in New Hampshire helped read and rate proposals from the field for training monies. In addition to representation on the Day Care Council, the Ohio Department of Education is represented on the Welfare Reform Task Force and is involved with the provision of technical assistance to school districts planning to apply for Block Grant monies. The Oregon Department is represented on the Childhood Care and Education Career Development Advisory Committee charged with the development of a state plan for Block Grant training funds and a ten-year plan for career development. Block Grant training monies in Rhode Island targeted development of a statewide training system; the Advisory Board of the Rhode Island Training and Resource Center was convened by the Department and serves as an advisory board to the training system development. In Tennessee, the Department of Education is working with the Department of Human Services to enhance child care training opportunities throughout the state. The early childhood specialist in Washington helped develop an early childhood training plan.

Provided Technical Assistance to Schools. In Illinois, collaborative efforts with regional technical assistance projects is provided by Department staff. In Ohio, technical assistance is being provided to schools to help apply for grant funding; Department-funded child development grantees and early childhood planning projects are being provided with technical assistance. In Texas, Department members have developed guidelines for special projects funded with Block Grant monies; agency staff will provide technical assistance regarding comprehensive early childhood development programs and collaborative early childhood planning projects.

Created New Programs Or Expand Existing Programs. In Louisiana, sixty-six public school early childhood sites have been state-funded with $3.3 million, serving 1,751 high-risk four-year-old children in 1990-91. Fourteen grants have been awarded to nonprofit public and private agencies and school districts in a collaborative effort between the Departments of Social Service and Education in Michigan; these awards will expand child development programs and before/after school-age child care services to low income families with young children, many of whom have special needs. Early childhood child care programs were funded with $324,011 in 26 public school sites in Missouri and technical assistance is provided. Nebraska Department staff have been

instrumental in the expansion of child care programs and the extension of part-day programs to full-day using Block Grant funds. In New Jersey, the GoodStarts program was a joint effort of the Department of Education and the Department of Human Services using $5 million in state monies and up to $2.4 million of Block Grant funds; an interagency management team with Department representation will provide oversight of the program; the Department early childhood specialists(?) have worked very closely with Department of Human Services in many planning efforts. In New York, the Department of Education received a suballocation of $500,000 from the Department of Social Services to increase the availability of quality full-day child care programs, which requires funded programs to collaborate with a state prekindergarten program, Head Start, or a Non-Public Nursery School program; the Department received $2 million for expansion of existing teenage parents child care programs. Twenty-five percent of the funds in Pennsylvania are administered by the Department, Early Childhood and Family Education Division; these funds support Family Centers for Child Development and School-Age Child Care affiliated with a local district. In South Carolina, the Health and Human Services Committee contracted with the Department to fund extended day programs for children ages 3 through 5; twenty-nine programs serving 1,000 children were funded. Virginia Department members are involved in five Block Grant initiatives: model school-based early childhood programs serving at-risk 4-year-old children; the Prekindergarten Expansion Project--extending Chapter I to full-day and full-year programming; model community-based early childhood programs for at-risk 4-year-old children; School-Age Child Care Projects located at or near school sites; and the Advisors Project--a mentoring project to enhance the skills and abilities of school personnel involved in projects for 4-year-old children. In Virginia, model school-based and community-based early childhood programs will serve at-risk 4-year-old children; a prekindergarten expansion project will extend Chapter I programs to full-day and full-year program; and a mentoring project, the Advisors Project, has been created to enhance the skills and abilities of school supervisors, principals, teachers, and aides involved in projects for 4-year-old children. An early childhood specialist serves on the Governor's Planning Committee in Washington; the legislature allocated $100,000 of the Block Grant monies to fund evaluation of the comprehensiveness and coordination of four community collaboration efforts, $100,000 for Homeless Child Care, and remaining funds would be used by the Department of Community Development to fund unserved income-eligible 4-year-old children in their Early Childhood Assistance Project.

STATE EDUCATION AGENCY COLLABORATION ACTIVITIES WITH HEAD START

There appears to be a great deal of diversity in the involvement between state departments of education and the Head Start program within each state. The greatest amount of activity was reported in identification of collaboration activities across agencies; the federally funded collaboration grants have added impetus to additional activities across agencies. The Head Start Expansion funds have increased state and local educational activities with Head Start: transition activities from Head Start to the public school have come under additional scrutiny. Joint

staff training has occurred. Several states reported collaboration between the local school district and Head Start.

Collaboration Activities. In Alabama, an interagency council headed by the governor is being convened to make recommendations about Head Start and programs for four-year-old children ineligible for Head Start. In Arizona, a consultant position is funded at the state level to assist local districts and Head Start in the development of interagency agreements. Special education students in Hawaii are placed in Head Start programs under an agreement between the Department and Head Start; a demonstration project involving drug-exposed Head Start children and siblings has been created at one site and a family literacy project at another site. Iowa funds child development programs in child care and preschool settings, Head Start, and public school settings. Michigan has a state interagency agreement with Head Start; several local school districts have interagency agreements with Head Start regarding identification of eligible children and subcontracts with local school districts to provide preschool programs; committees established at the local and state level include Head Start representatives. The Early Childhood Family Education Centers in Minnesota include Head Start children and their families; a most recent addition is the Way to Grow program; Chapter 1 is exploring with the Head Start office the creation of a state Head Start office. In Missouri, local school districts and Head Start programs collaborate; a memorandum of agreement between the Department of Education and the Department of Health and Human Services has been signed. The GoodStarts programs in New Jersey will be subcontracting some local services to Head Start agencies. Public schools in North Carolina will provide facilities and equipment with Chapter 1 and Head Start funding personnel; early childhood pilot projects will implement a community-based interagency network of services provided on-site. In Oregon, a collaborative agreement between the Department of Education and the Region X Administration for Children and Families to create a single collaborative system has been written; issues such as avoidance of supplanting, duplication, joint monitoring, and overlap of federal Head Start and Oregon Prekindergarten were addressed; this agreement established the roles and responsibilities of early childhood special education and Head Start and recommended local written collaborative agreements between programs; drug abuse prevention models were identified. Some school districts and Head Start collaborate at the local level to provide services in South Carolina. The State Board of Education in Tennessee adopted the "Policy for Early Childhood Education and Parent Involvement in Tennessee" supporting Head Start programs and targeting at-risk families and their children; the "Master Plan," which Head Start professionals helped developed, included a request for state funding for at-risk four-year-old children. In Utah, the Office of Education has focused on developing a continuum of services for preschool-aged children with disabilities linking Head Start programs and local school districts; a statewide interagency agreement with the Head Start Director Association, Office of Education, local school districts, and Head Start providers is in place.

Federally Funded Head Start Collaboration Grants. Several states have received collaboration grants from the federal Head Start office. In Georgia, Iowa, Nebraska, and Oregon, the Education Department is the lead agency. The Department of Education served on the steering

committee for the New Jersey grant. The Permanent Interagency Committee on Early Childhood Progress, which oversees the grant in New York state, has established seven family literacy projects and developed a conference collaboratively with Head Start. In Pennsylvania, monthly meetings related to the collaboration grant are held. The Department of Education in Texas provided technical assistance, helped link policy planning groups, and developed a plan of action targeting economically disadvantaged families with children ages birth to 5. In Virginia, a state coordinator has been hired and transition issues are being studied.

Head Start Expansion Funds. In Alaska, the Department of Education encourages the collaboration of school districts with Head Start programs. The Better Chance was created in Arkansas to serve at-risk preschool children, funded with $5 million in 1991 and $10 million in 1992. In Connecticut, $1 million is being used to add wrap-around programs and to move to year-round early childhood programs to complement and expand existing services. In Florida, the state allocated $6 million from lottery funds to expand, enhance, and improve Head Start programs beginning in 1991. The Kentucky Department of Education and Region IV Head Start have a detailed agreement on coordination between state-funded preschool and Head Start programs; beginning in 1992-3, each local district will be able to have an agreement with the local Head Start program addressing issues of recruitment, enrollment, and use of Head Start Expansion funds. In Maine, a Department of Education consultant serves as a liaison linking Head Start with the public school, joint meetings of Head Start and public schools are held, and the local school districts work with Head Start to expend funds and provide services to young children and their families. The Massachusetts Education Department administers expanded Head Start funds to provide salary increments and to increase the number of children served. In Montana, local districts have collaborated with Head Start to establish new programs and expand existing programs. In Oregon, replicable "Wraparound" models were established. The Head Start Director Association in Utah facilitates collaborative arrangements between local school districts and Head Start programs when counties receive expansion monies. In Washington, the Department coordinates Head Start expansion with the Department of Community Development and has also convened a Task Force to assist with expansion and to develop recommendations. Local collaboration between Head Start and schools is encouraged in Wisconsin and $4 million in state supplemental funds is awarded to Head Start grantees.

Transition from Head Start to Public School. In Alaska, the Department of Education and the Department of Community and Regional Affairs are co-consultants for the Transition Project. The Department in Idaho helps transition Head Start children and their parents with the receiving public school and does follow-up studies of the children during their elementary school years. In Kansas, the special education unit works with Head Start to place young children with disabilities in the least restrictive environment. Small grants are available to Head Start agencies to work with receiving school districts in New Jersey. In Oregon, transition teams have been established, formal written transition plans written, and training provided.

Joint Staff Training Opportunities. In Hawaii, the Department conducts joint inservice training for public school and Head Start staff. In Illinois, the Department entered into a joint agreement with the Illinois Head Start Association to promote development of a state-wide, comprehensive, coordinated, multi-disciplinary, interagency service delivery system for at-risk individuals ages birth through 5. Working with the Ohio Head Start Association, the Ohio Department of Education provides Portage Home-Based Training to Head Start staff, collaborates with the Departments of Health and Human Services to provide registration monies for Head Start staff to attend regional training, and collaborates with the Ohio Association of Community Action Agencies to fund the cost of registration for Head Start staff to attend fiscal and administrative staff training.

STATE EDUCATION AGENCY TRAINING AND CREDENTIALING ACTIVITIES

Many state departments of education are either studying the adoption of new early childhood credentials or have adopted new credentials. Some states have changed their licensing/credentialing system. A few states are providing training to help early childhood professionals acquire the Child Development Associate and are involved in helping provide training for child care staff, linking with other agencies. A few states are studying the use of career ladders.

Studying or Have Adopted Changes in Early Childhood Credentials/Licensure. Arkansas has begun the development of a coherent training and credentialing system. Connecticut is in the process of creating an early childhood certification for early childhood staff and special education staff. Georgia is pursuing funds to develop and implement a comprehensive, statewide child care training system. Hawaii has adopted a dual certification structure for elementary education with a specialization in early childhood. In Idaho, the Department of Education is working with the Idaho Association for the Education of Young Children to develop and provide Child Development Associate (CDA) training for child caregivers; Idaho adopted a new kindergarten through grade three credential. Iowa adopted new early childhood licensure birth through grade three. An interdisciplinary proposal certifying preschool teachers is being examined in Kentucky by the Professional Standards Board. In Michigan, the Department is currently reviewing the early childhood endorsement to include teachers working with individuals birth through age eight. Minnesota has seven early childhood licenses for credentialing staff and is currently studying ways to reconfigure these licenses with more flexibility. In Missouri, a broad-based committee reviewed early childhood certification standards; the committee has recommended certification in three areas: early childhood education (for teachers of children ages birth to age eight), early childhood special education (for teachers of children birth through age five), and family resource specialist (for professionals working with families of prenatal or birth throughout the entire school experience). The Department of Education in Nebraska is linking with two advisory groups to incorporate the CDA credentialing process and the state's Early Childhood certification. The Board of Regents in New York is considering changing the prekindergarten to grade four certification.

As part of the Head Start Collaboration Project in Texas, adding an early childhood credential is being studied. In Utah, combining the early childhood certificate and the preschool special education certificate is currently in the discussion stage. Early childhood teachers are mandated to obtain the new early childhood credential in Tennessee by the year 1996. Wyoming has recently developed a certification for early childhood.

System Changes in Credentialing. In 1990, Alabama adopted two early childhood rules which must be met by colleges and universities with approved teacher education programs; in 1993, teachers in state-funded preschool programs must have an early childhood endorsement, in addition to a valid teaching certificate. In Arkansas, Maine, Massachusetts, and Oregon, a comprehensive system of professional development (CSPD) is operating to insure that an adequate supply of qualified personnel is available. In Colorado and Ohio, early childhood task forces were created focusing on training and credentialing. In Connecticut, early childhood programs are encouraged to become accredited through the National Academy; summer institutes for school teams in kindergarten through grade three are held; the Department provides family home caregivers with training. In Delaware, the "Delaware First Again" evolved out of the Delaware Department of Services for Children, Youth and Their Families and has been nationally recognized; the system involves a computerized database to track the training experiences of all family and group child care providers subject to licensing. In Florida, the Education Department is working with other Departments to develop a credentialing and career ladder initiative. The Department is working with the University of Hawaii to have courses on developmentally appropriate practices available and courses available on television and cable self-study courses for early childhood teachers. University staff in Idaho provide training for prekindergarten through grade three staff to help acquire the early childhood endorsement. In Illinois, an Ad Hoc Committee is planning state-wide collaboration, coordination, and articulation of training and education systems for early childhood professionals. The Early Childhood Family Education Unit in Minnesota oversees the inservice system in eleven areas of the state. The Early Childhood Training Center has been established in Nebraska to meet the needs of staff in early care and education programs; an advisory group has been created which will link with the Child Care and Early Childhood Education Coordinating Committee--a group responsible to create a plan for initial and advanced training for early childhood personnel; Child Care Block funds are supporting the creation of a basic training package available to all providers. Regional training for child care workers is being provided by funding through the Department in New Jersey. In 1991, the New York Department of Education, in joint sponsorship with other groups, initiated "Governor Early Childhood Career Recognition Awards"; work groups are exploring the creation of early childhood career ladders. In Oklahoma, an interagency team is working on a career development ladder. In Pennsylvania, the Department is working with community colleges to establish a coordinated training program involving acquisition of the CDA. In South Carolina, teachers and aides in public school programs for 4-year-old children are required to participate in a three-day developmentally appropriate training session and administrators of such programs in a one-day administrators' overview sponsored by the Department of Education. In Vermont, the Department

working with the Department of Human Services provide training experiences for early childhood teachers and staff. A state training plan has been created in Virginia by an interagency effort of groups involved in the provision of early childhood training.

No State Certification in Early Childhood. Preservice training in early childhood education is provided as part of the university system in Montana; no early childhood certification is available or required.

STATE EDUCATION AGENCY ACTIVITIES WITH SPECIAL NEEDS INDIVIDUALS BIRTH THROUGH AGE 5

State education agencies are organized internally in a variety of ways across the states. A few states have an integrated early childhood division/unit which includes the special education staff and program, but the majority of states have a separate branch or division for special education. State regular education early childhood specialists do not usually have direct responsibility for the special education program. The department of education in a large number of states has been the lead agency in the implementation of recent federally legislated Part H and Part B, mandating state developed programs and services for special ability individuals, birth through age 5. This effort has linked many agencies in the provision of programs and services, coordinated by a state multi-agency council in many instances. Many of the state activities have focused on the provision of training and technical assistance. New programs have been created. Some state funded grants have been awarded to increase the number of programs and the range of services.

Education Lead Agency. The education agencies in Colorado, Florida, Minnesota, New Hampshire, New Jersey, Oregon, and Tennessee are the lead agency for Part H, serving special ability individuals ages birth through 3, and Part B, serving special ability young children ages 3 through 5. The Departments of Education in Alaska, Arkansas, Arizona, Connecticut, Delaware, Georgia, Hawaii, Kentucky, Louisiana, Montana, Nebraska, North Carolina, Pennsylvania, Rhode Island, Texas, Utah, Vermont, Virginia, and Wyoming are the lead agency for Part B. The Departments of Education in Alabama, Illinois, Kansas, Missouri, and Tennessee are the lead agency for Part H. For Part H, the Department of Health and Social Services is the lead in Alaska and Delaware and co-lead with the Department of Education in Nebraska; the Department of Social and Rehabilitation Services is the lead in Montana; the Department of Health is the lead agency in Hawaii, New York, Rhode Island, and Wyoming; the Department of Human Resources in Georgia and North Carolina; the Department of Public Welfare is the lead agency in Pennsylvania, the Department of Health and Environmental Control in South Carolina, and the Department of Mental Health, Mental Retardation, and Substance Abuse in Virginia.

Multi-agency Involvement. In the states of Arkansas, Delaware, Iowa, Kansas, Kentucky, New Jersey, New York, Tennessee, and Texas many agencies are involved with provision of programs and services to infants and young children with special needs.

State Efforts Coordinated by Council. In the states of Arkansas, Colorado, Delaware, Iowa, Kansas, Kentucky, Louisiana, Nebraska, Nevada, Texas, Utah, Washington, and Wisconsin a Council coordinates the provision of programs and services to special needs infants and young children.

Training and Technical Assistance Focus. In Arkansas, a network of sixteen Early Childhood Coordinators provide leadership, program development, and services for all schools. In Louisiana, training and technical assistance are provided in eight regions. The Department of Education and the University of Massachusetts have jointly designed and conducted inservice training courses and provided technical assistance focusing on integration of children with special needs in developmentally appropriate programs. A state-level cooperative agreement focusing on joint planning and training for service providers in early childhood special education was created in Nevada. In New York, the Department of Health contracts with the three state universities to provide training. In Ohio, training is provided for local school districts related to transitioning of children and families into the school; sixteen regional early childhood consultants coordinate the provision of technical assistance to local collaborative groups. The Departments of Education and Health provide training and technical assistance in Rhode Island. A trainer-of-trainer model, Early Learning Together, is conducted in Texas.

New Programs Created. In Florida, Prekindergarten Early Intervention Programs were initiated to serve 20,000 at-risk four-year-old children. A project for parents of children with disabilities ages 3 through 5 in rural and urban areas of Louisiana was created; a summer institute focusing on strategies to work with special abilities individuals for parents, family members, and services providers was developed. In Minnesota, the Special Education Unit oversees home-based and center-based programs for children with disabilities ages 3 through 7. Two pilot projects have been created in Nebraska to demonstrate the feasibility of Medicaid billing system. In 1990, seventeen local school districts in Nevada began implementing services to eligible children with disabilities beginning at age three. Oklahoma has created Sooner Start, a family-centered programs including a wide variety of services and home visits. Florida and Texas have begun a parent program based on Missouri's Parents as Teachers program. In South Carolina, the essential components of a comprehensive service system for preschool children with disabilities ages 3 through 5 have been identified. In Vermont, the Department is mentoring early childhood special education funded programs.

Grants Provided. In Massachusetts, accreditation grants provided through the Department are available to public and private preschools, Head Start programs, and to child care programs; the Department administers grants which give priority to developmentally appropriate programs in integrated settings with a strong parental involvement component.

Coordinated Integrated Program. The Department of Education in Minnesota coordinates a home-based or center-based program for children with disabilities ages 3 through 7.

STATE EDUCATION AGENCY CHANGES IN PUBLIC PRESCHOOL, KINDERGARTEN, AND EARLY ELEMENTARY GRADES

The largest number of states reported education's involvement in the writing of new curriculum guides. Review or change of the kindergarten and early elementary grades has been linked to school reform efforts. Staff development has been provided in several states. A few states are examining their current use of assessment and are considering alternatives, e.g., portfolios. Several departments of education have developed some unique activities in their particular state targeting change in the kindergarten or the early elementary grades.

Wrote Developmentally Appropriate Curriculum Guides. In Connecticut, a kindergarten through grade three curriculum guide has been developed discussing transitions, elimination of kindergarten screening and testing, which supplements their two-volume guide to kindergartens written in 1988. Idaho has developed new curriculum guides for language arts and math. Delaware began the Early Childhood Literacy/Technology Assessment Project and a K-3 Accreditation Pilot. The Indiana Kindergarten Guide was written in 1988 with an emphasis on developmentally appropriate practices. Iowa and Nebraska are jointly producing a curriculum guide for ages 5 through 8 based on the British Columbia Guide using an editorial team from both states, entitled the Nebraska/Iowa Primary Program: Growing and Learning in the Heartland. Kentucky has developed the "Primary Program" for kindergarten through grade three; local districts are to begin implementation in Fall, 1992, with full implementation Fall, 1993. The Department in Maine has published the "Big Book for Education" based on the High\Scope philosophy in Michigan and is currently writing "The Bigger Big Book" focusing on reflective teaching practices and changes in systemic structures supporting classroom innovation, e.g., in the areas of leadership, curriculum, assessment, professional development, and community involvement. Massachusetts has developed "Guidelines for State Funded Kindergarten Programs" with local districts responsible to determine curriculum and choice of instructional materials. In 1986, "Standards of Quality and Curriculum Guidelines for Preschool Programs for Four-Year-Olds" was written in Michigan; in 1992, "Early Childhood Standards of Quality for Pre-Kindergarten through Second Grade" was developed by an advisory committee identifying a set of "critical components." In New Hampshire, a Reading/Language Arts curriculum framework for the end of grade three has been created. A "New Compact for Learning" identifying comprehensive strategies for community collaboration which impact the quality and type of services provided in early childhood programs has been published in New York; this guide is designed to help adopt a local school district plan, which is mandated by 1994. In New York, a policy paper on early childhood has been written. A new curriculum, "Circle of Childhood" has been implemented in 80 percent of North Carolina's kindergarten classrooms and in 95 percent of the prekindergarten classrooms. Ohio has published a curriculum guide outlining developmentally appropriate practices for birth through age 8. In Rhode Island, the focus has been on kindergarten through grade three literature instruction. A curriculum,

"Prekindergarten/Kindergarten Essential Elements Revision: Background Information," was created in Texas in 1992 using an extensive revision and review process; also, in 1992, the "Proclamation: Prekindergarten and Kindergarten Education Learning Systems" was developed to specify requirements for statewide adoption of teacher guides and manipulative materials beginning September, 1995.

Part of School Reform Efforts. In Alaska, the Primary Teachers Network and the Elementary Restructuring Project have been discontinued. The School Improvement Unit has responsibility for curriculum review and change in Arizona. Based on state legislation in response to the National Goals, Arkansas is restructuring its educational system; a state-wide task force and curriculum design team has been formed. In Connecticut, the Department is attempting to link staff and programs within the agency. Florida is undertaking massive reform in the areas of assessment, staff development, and curriculum. All local districts are required to offer a full-day kindergarten program in Georgia; since 1990, the Special Instructional Assistance Programs for underachieving children kindergarten through grade five has been implemented built on the concept of a child-centered curriculum and combined with a training component for parents and school personnel. In Hawaii, the early childhood curriculum was changed to make it more meaningful and relevant to the lives of children as a part of kindergarten through grade twelve curriculum review and revision. Idaho has distributed NASBE's "Caring Communities: Supporting Young Children and Families," the National Association of Elementary School Principal's (NAESP) "Quality Standards" booklet, and a "Resource Guide." Illinois is providing grants to local school districts and public and private institutions of higher education to establish and implement coordinated model preschool programs using effective preschool educational practices. Elementary schools in Indiana are examining implementation of an integrated and holistic curriculum, continuous progress in school, and nongraded primary units; waivers to statewide textbook adoption and curriculum time rules are being given. In Kansas, a school improvement plan is to be developed at the building level to achieve state outcomes using a continuous, four-year cycle. In Louisiana, an Early Childhood Commission with broad-based membership wrote a series of position papers on a wide variety of early childhood issues targeting policymakers and practitioners. In Maine, three early childhood demonstration sites have been established; the Department, in collaboration with the University of Maine, is conducting research on-site. In Minnesota, the "elementary rule" recommends integration of content subject matter and the "curriculum rule" requires a time and focus balance in kindergarten and elementary grades subject matter over a year's time with: one-third for reading, writing, listening, speaking, and children's literature; one-third for mathematics, art, and music; and one-third for science, social studies, health, and physical education. Also, in Minnesota, there is a commitment to outcome-based education with many local districts adopting an outcome-based approach; the Minnesota "Early Education Observation Instrument" closely parallels the outcomes specified by the state. A task force charged with developing a curriculum/assessment framework to be used with children ages three through first grade created "Project Construct" based on the theoretical framework of constructivism in Missouri; in 1988-89 Project Construct was field tested in ten pilot sites; week-long summer institutes have been provided and a series of

follow-up workshops offered; the Project Construct National Training Center was created to address numerous requests for training both within and outside of Missouri. An Accountability Commission has been formed in Nebraska to establish school outcome standards. In New Jersey, current Department curriculum and assessment policies are being reviewed, including performance-based assessment. Reorganization within the Department of Education in Ohio grouped together the kindergarten through grade three unit. In Oklahoma, Outcomes Based Education for K-12 is being implemented. Major reform efforts are in progress in Oregon revolving around kindergarten through grade three reform; early childhood education is targeted as a state priority focusing on developmentally appropriate practices, mixed age groups, authentic assessment, and improved integrated approaches of instruction. In South Carolina, a full-time team of four persons is assigned to facilitate the development of Curriculum Frameworks Kindergarten through Grade 12; this collaborative effort involves the Department of Education, school districts, Commission on Higher Education, business and industry, professional organizations, and the general public. A nongraded primary program has been created in Tennessee with emphasis upon problem-solving and self-paced learning. In Texas, mandated guidelines for adoption of teacher guides and manipulative materials take effect September, 1995. In West Virginia, a comprehensive restructuring of the early childhood and elementary programs is underway based on the Early Childhood Blue Ribbon commission recommendations; a three-year plan for transition to developmental early childhood programming is in the planning stage. Major restructuring is occurring in Virginia called "World Class Education Initiative"; curriculum is outcome-based as outlined in the "Common Core of Learning"; a restructuring of the statewide assessment system is taking place; model early childhood projects serving 4- through 8-year-old children are being created which are supported by staff development funds; and a public awareness campaign focused on developmentally appropriate practices has been implemented.

Provides Staff Development Opportunities. Beginning with kindergarten teachers and now including primary teachers, staff development has increased in Indiana. Indiana recently eliminated their statewide testing program in first grade and will not begin standardized testing until the fourth grade. In Massachusetts, the Department sponsors many staff development opportunities for kindergarten teachers with a focus on developmentally appropriate integrated programs. A one-week summer institute combined with three days of staff development during the first year of implementation of new curriculum is provided in North Carolina. The Department in Oklahoma provides workshops for administrators and teachers on developmentally appropriate curriculum. Regional seminars focusing on developmentally appropriate practices are conducted in Pennsylvania.

Student Assessment. In Georgia, the use of the California Achievement Test as an exit instrument and retention of third graders not meeting the Third Grade Criterion-Referenced Test were repealed; the Georgia Kindergarten Assessment Program based on teacher observation has been implemented. Coordinated by the Mid-continent Regional Education Laboratory (McREL), Nebraska and other regional states will be defining standards and developing authentic assessments for use in schools. In North Carolina, a new assessment process based on observation and

portfolio assessment in the first and second grades with standardized testing not beginning until third grade is being implemented. Pennsylvania is considering use of learning portfolios.

CONCLUSION

In the past, there was a misperception that public school early childhood activities meant providing programs for 4-year-old children in the schools. However, early childhood activities involving state departments of education have in actuality been much more wide-ranging, intense, and varied. Almost all state departments of education have been significantly impacted by activities in the six areas addressed in this study: readiness for school, federal block grant monies, Head Start collaboration, training and credentialing activities, special needs programs for young children, and school reform. In addition, these areas are linked together by the broad ranging issues of activities relating to policy development, program funding, staff development, setting standards, monitoring quality, child care and education, collaborative ventures, and others. Education leadership involves much more than making funding decisions and initiating new programs. Leadership involves the ability to have a vision based on a broad perspective, the ability to see beyond narrow and divisive turf issues, and the ability to envision a "best fit" for the future. Most of all, early childhood policymakers in state government need to view their role as an advocate, speaking out with a strong voice urging that policy decisions be based on what is best for young children.

In the area of readiness, many states have proposed basic changes in the structure of schools, created new programs, and have significantly increased their collaboration activities across agencies. Almost all of the states surveyed were affected by the new federal funding of the Child Care and Development Block Grant monies and continue to play key supporting roles in the use, distribution, and oversight of initiatives within their state. There is much diversity in the involvement between state departments of education and the Head Start program within each state; the greatest amount of activity was reported in collaboration activities across agencies. Several departments of education are either studying adoption of new early childhood credentials or have adopted new credentials; a few states are helping early childhood professionals acquire the Child Development Associate credential and are involved in helping provide child care staff training, linking with other agencies. In many states, the department of education has been the lead agency in the implementation of federally legislated Part H and Part B, mandating state developed programs and services for special ability individuals, birth through age 5, linking many agencies in the provision of programs and services and coordinated by a state multi-agency council. Many states have been involved in writing new curriculum guides for kindergarten and the early elementary grades in addition to other activities related to school reform efforts: several states have developed unique activities targeting change in kindergarten and the early elementary grades.

Of concern is the workload of managing, leading, and future visioning, which is the responsibility of a very small number of people. Some

states have no full-time specialist responsible for early childhood regular education, e.g., Montana; some states have split responsibilities, combining early childhood with another area, e.g., New Hampshire; most states at best have a handful of people who struggle daily with the juggling act as responsibilities continue to grow, networks expand, and family needs proliferate. The future will be dramatically shaped by the priorities established at the local, state, regional, and national levels of government.

With the continued public concern regarding better outcomes for all enrolled in the public school sector coupled with access to diminished resources, the task looms large. With the continued emphasis on the importance of early childhood programs and services, expectations and commitment are high. It does appear that the role of state departments of education in the provision of high quality, comprehensive and collaborative services and programs will continue to grow, providing vital support to future generations. What the commitment of the society as a whole will be is the source of speculation.

For further information on any of the state initiatives described in this report, contact the early childhood consultant in the state education agency of interest.

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